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ABSTRACT

This study guide is designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in speech and language pathology. The test covers five subareas: (1) fundamentals of speech and language; (2) speech and language disorders; (3) related handicapping conditions; (4) hearing impairment; and (5) program management and professional knowledge. A numbered list of selected references for study is provided in each of the five subareas. (JD)

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STUDY GUIDE FOR TEACHER CERTIFICATION TEST IN SPEECH AND LANGUAGE PATHOLOGY

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual rating of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
Division of Staff Development
1858 Twin Towers East
Atlanta, Georgia 30334
(404)656-2556

Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

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Georgia Department of Education
Atlanta, Georgia

STUDY GUIDE FOR TCT IN SPEECH AND LANGUAGE PATHOLOGY

Georgia Teacher Certification Testing Program

Field 028: Speech and Language Pathology

INTRODUCTION

This Study Guide was specifically designed for persons preparing to take the Georgia Teacher Certification Test (TCT) in Speech and Language Pathology. The Speech and Language Pathology Test was developed by the National Evaluation System, Inc., and educators in the state of Georgia. The test covers five subareas: Fundamentals of Speech and Language, Speech and Language Disorders, Related Handicapping Conditions, Hearing Impairments, Program Management and Professional Knowledge.

This Study Guide has been organized by these subareas and follows the sequential order found within the published content objectives of the TCT in Speech and Language Pathology. Contained within this guide, examinees will find references keyed to each of the test objectives for each of the five test subareas.

This Study Guide contains:

1. Answers to selected questions that are commonly asked regarding the test and its related procedures;
2. A numbered listing of selected reference materials, and
3. A listing of the content objectives for each subarea with specific readings from the numbered reference list matched to each objective.

This listing of sources does not mean that all are needed to grasp a particular concept or meet a given objective. Some examinees will have better access to certain sources than to other sources. Additionally, in some cases several objectives have been referenced to the same readings

because those readings cover several topics. The references given are suggested references only and are not intended to be an exhaustive or complete listing.

In addition to the content objectives and readings that will follow, you should be aware that:

1. The TCT items are multiple choice with four possible answers.
2. There are no penalities for guessing when unsure of an answer.
3. While examinees are given 3 1/2 hours of actual test time, they may request up to an additional hour if needed.
4. In order to pass the TCT one does not have to pass each subarea. Your total score is determined by the number of correct answers.

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Flippo, R. F., Testwiseness. Rehoboth, Mass.: Twin Oaks Publishing, (1983).

Millman, J. and Pauk, W. How to Take Tests. New York, N.Y.: McGraw-Hill, (1969).

Pauk, W. How to Study in College, Second Edition. Boston, Mass.: Houghton Mifflin, (1974).

Preston, R. C. and Botel, M. How to Study. Chicago, Ill.: SRA, (1974).

Raygor, A. L. and Wark, D. M. Systems for Study. New York, N.Y.: McGraw-Hill, (1970).

ANSWERS TO SELECTED QUESTIONS REGARDING THE SPEECH AND LANGUAGE PATHOLOGY TCT

1. Who is required to take the TCT in Speech-Language Pathology?

   Persons seeking initial certification who completed their preparation programs after September 1, 1978 are required to take the TCT in Speech-Language Pathology. Also, persons adding Speech-Language Pathology after September 1, 1981 are required to take the TCT if their preparation was not completed prior to this date.

2. If I am required to take the TCT, how should I apply?

   Request a registration bulletin from your college/university, local school system or regional assessment center. Bulletins may also be obtained from the Georgia Department of Education, Performance-Based Certification, 1858 Twin Towers East, Atlanta, Georgia 30334, (404) 656-2556. Specific question regarding test fees, sites and scoring procedures are addressed in the registration bulletin.

3. When is the TCT offered?

   It is offered three times each academic year. The specific dates are listed in the registration bulletin.

4. When may I take the TCT?

   The TCT may be taken anytime during the training program. However, persons who have completed their coursework should be more fully prepared. The TCT may also be taken anytime after completion of a training program.

   The Georgia Department of Education requires individuals to pass the TCT no later than the end of their first year of teaching. If the test is successfully passed, persons will be eligible for another certificate in Speech and Language Pathology. It is advised that SLP's take the test the first time it is offered during their initial year of employment in Georgia. In this way, even if they do not to well on the test, they will still have two opportunities remaining in that year.

5. What happens if I do not pass the TCT by the end of my first year of employment in Georgia schools?

   You will be ineligible for continued employment as an SLP in the schools until the test has been successfully passed. However, the test may be taken as many times as necessary and when it is successfully passed. you may apply again for another certificate.

CONTENT OBJECTIVES WITH SELECTED REFERENCE NUMBERS

I. FUNDAMENTALS OF SPEECH AND LANGUAGE

Identify structural components and/or functions of the phonatory mechanism. (16, 58, 89, 93, 116, 130, 136, 5)

Identify structural components and/or functions of the lips, teeth, and jaw as related to speech production. (58, 89, 93, 116, 136)

Identify structural components and/or functions of the tongue as related to speech production. (58, 89, 93, 116, 136)

Identify structural components and/or functions of the hard or soft palates as related to speech production. (58, 89, 93, 116, 136)

Demonstrate an understanding of theories of language acquisition. (15, 53, 78, 80)

Analyze factors influencing the process of speech and language development. (15, 53, 78, 80)

Demonstrate an understanding of receptive language development. (15, 53, 78, 80)

Identify stages of prelinguistic speech development (e.g., babbling, echolalia). (132, 78, 80, 15, 53)

Demonstrate an understanding of expressive language development. (15, 53, 78, 80)

Demonstrate an understanding of phonological development (e.g., sequence, age). (93, 78, 116)

Demonstrate an understanding of morphological development (e.g., sequence, age). (93, 78, 116)

Demonstrate an understanding of syntactic development (e.g., sequence, age). (93, 78, 116)

Demonstrate an understanding of semantic development (e.g., sequence, age). (93, 78, 116).

Demonstrate an understanding of pragmatic development (e.g., sequence, age). (7)

Demonstrate an understanding of theories and/or models of communication. (93, 116)

Demonstrate an understanding of phonology. (93, 89, 87)

Demonstrate an understanding of morphology. (93, 89, 87)

Demonstrate an understanding of semantics. (93, 89, 87)

Demonstrate an understanding of syntax. (93, 89, 87)

Demonstrate an understanding of the pragmatics of language. (7)

Identify types and/or functions of speechless communication, (e.g., gestural, assisted, neural-assisted). (118, 119, 73)

Demonstrate an understanding of regional/cultural variations in language usage. (116, 93)

Demonstrate an understanding of the effects of phonetic environment/coarticulation on the production of vowels and consonants. (9, 20, 93, 18)

Demonstrate an understanding of the ways in which vowels and/or diphthongs are articulated or coarticulated. (9, 20, 93, 18)

Identify examples and/or characteristics of a given manner of consonant articulation (e.g., stop-plosive, fricative). (9, 93, 18)

Identify specific zones of articulation (i.e., areas of placement) for consonant articulation. (18, 93, 86).

Demonstrate an understanding of the basic concept of distinctive features. (126, 93)

Interpret International Phonetic Alphabet (IPA) symbols. (27, 125)

Analyze the influence of regional and cultural factors on speech production. (93, 116)

II SPEECH AND LANGUAGE DISORDERS

Demonstrate an understanding of organic factors related to the etiology of speech and language disorders. (93, 116, 122, 89, 127)

Demonstrate an understanding of functional factors related to the etiology of speech and language disorders. (116, 93, 122, 127)

Demonstrate an understanding of psychogenic factors related to the etiology of speech and language disorders. (116, 93, 68, 135)

Demonstrate an understanding of congenital factors related to the etiology of speech and language disorders. (93, 116, 26, 80, 89)

Demonstrate an understanding of acquired factors related to the etiology of speech and language disorders. (93, 116, 122, 89, 32, 56, 106)

Identify types and purposes of identification/screening measures. (35, 41, 67, 33)

Identify types, characteristics, and/or purposes of intelligence tests.

Identify purposes and/or procedures of oral peripheral examinations. (76, 33, 41, 35, 34)

Identify contents and/or purposes of a case history used in assessing speech and language disorders. (33, 41, 35)

Identify techniques and/or purposes of physical and behavioral observation in assessing speech and language disorders. (33, 67, 41, 35)

Identify factors symptomatic of language disorders. (6, 35, 41, 64, 67, 117)

Identify causes and/or correlates of language disorders. (6, 35, 41, 64, 67, 117)

Demonstrate an understanding of selection, administration, or interpretation of language measures. (6, 35, 41, 64, 67, 117)

Demonstrate an understanding of procedures used in differential diagnosis and prognosis of language disorders. (6, 35, 41, 64, 67, 117)

Demonstrate an understanding of principles and/or procedures used in individual program planning for language disorders. (65, 71, 79, 83, 7)

Demonstrate an understanding of procedures or techniques used in intervention/therapy for language disorders. (65, 71, 79, 83, 7).

Identify characteristics symtomatic of articulatory disorders. (9, 35, 41, 64, 67, 105)

Identify causes and/or correlates of articulation disorders. (9, 35, 41, 64, 67, 105)

Demonstrate an understanding of selection, administration, or interpretation of articulatory measures. (9, 35, 41, 64, 67, 105)

Demonstrate an understanding of procedures used in differential diagnosis and prognosis of articulatory disorders. (35, 41, 64, 67, 105, 34)

Demonstrate an understanding of principles and/or procedures used in individual program planning for articulatory disorders. (20, 42, 47, 48, 86, 126)

Demonstrate an understanding of procedures or techniques used in intervention/therapy for articulatory disorders. (20, 42, 47, 48, 86, 126)

Identify symptoms of fluency disorders, including speech characteristics, accompanying movements, and internal features. (14, 69, 100, 35, 41, 67, 33)

Demonstrate an understanding of theories of stuttering. (14, 93, 116, 122, 123)

Demonstrate an understanding of selection, administration, or interpretation of fluency measures. (35, 41, 33)

Demonstrate an understanding of procedures used in differential diagnosis and prognosis of fluency disorders. (35, 41, 33, 100)

Demonstrate an understanding of principles and/or procedures used in individual program planning for fluency disorders. (69, 82, 103, 112, 138, 43, 111)

Demonstrate an understanding of procedures or techniques used in intervention/therapy for fluency disorders. (124, 14, 93, 116, 122)

Identify characteristics symptomatic of voice disorders. (35, 41, 33, 93, 116, 122)

Identify causes and/or correlates of voice disorders. (5, 16, 130, 35, 41, 33, 93, 116, 122)

Demonstrate an understanding of selection, administration, or interpretation of measures of voice attributes. (35, 41, 33, 93, 116, 122)

Demonstrate an understanding of procedures used in differential diagnosis of voice disorders. (35, 41, 93, 116, 122, 16, 5, 130)

Demonstrate an understanding of principles and/or procedures used in individual program planning for voice disorders. (5, 16, 29, 57, 115, 130)

Demonstrate an understanding of procedures or techniques used in intervention/therapy for voice disorders. (5, 13, 16, 29, 57, 115, 130)

Analyze the effects of speech and language disorders on an individual's social and/or emotional development. (122, 93, 116, 80, 30, 132)

Analyze the effects of speech and language disorders on an individual's intellectual development and/or academic performance. (122, 93, 116, 80, 30, 132)

III RELATED HANDICAPPING CONDITIONS

Identify the physical features characteristic of cleft palate or other oral-facial anomalies. (116, 122, 93, 35, 41, 33, 26)

Demonstrate an understanding of the effects of cleft palate or other oral-facial anomalies on speech and language. (26, 116)

Demonstrate an understanding of associated problems among individuals with cleft palate or other oral-facial anomalies. (26, 116)

Demonstrate an understanding of specialized speech and language diagnosis, prognosis, and/or therapy considerations related to cleft palate or other oral-facial anomalies. (26, 116)

Identify characteristics of cerebral palsy or related dysarthrias. (30, 34, 35, 41, 33)

Demonstrate an understanding of the effects of cerebral palsy or related dysarthrias on speech and language. (30, 116)

Demonstrate an understanding of physical, intellectual, perceptual, and/or behavioral problems associated with cerebral palsy or related dysarthrias. (30)

Demonstrate an understanding of specialized speech and language diagnosis prognosis, and/or therapy considerations related to cerebral palsy or related dysarthrias. (30)

Identify characteristics of mental retardation. (116)

Identify primary causes and/or correlates of mental retardation. (116)

Demonstrate an understanding of the effects of mental retardation on speech and language. (116, 72, 8)

Demonstrate an understanding of associated problems among individuals with mental retardation. (116, 10)

Demonstrate an understanding of specialized speech and language diagnosis, prognosis, and/or therapy considerations related to mental retardation. (35, 41, 116, 33, 8, 17, 21, 22, 23, 36, 37, 44, 45, 51, 60, 72, 73, 13)

Demonstrate an understanding of the effects of emotional disturbance on speech and language. (68, 135)

Demonstrate an understanding of specialized speech and language diagnosis, prognosis, and/or therapy considerations related to emotional disturbance. (68, 135)

IV HEARING IMPAIRMENT

Identify causes of hearing loss (e.g., sensorineural, conductive, mixed). (102, 90, 75)

Demonstrate an understanding of the relationship between age of onset of hearing loss and speech and language. (90, 102, 116, 93, 122)

Demonstrate an understanding of the relationship between degree of hearing loss and speech and language. (90, 102, 116, 93, 122)

Demonstrate an understanding of the relationship between the type of hearing loss (e.g., sensorineural, conductive, mixed) and speech and language. (90, 102, 116, 93, 122)

Identify behaviors characteristic of hearing loss. (90, 102, 116, 93, 122)

Demonstrate an understanding of procedures involved in the pure-tone identification/screening test for hearing loss. (102, 75)

Demonstrate an understanding of procedures involved in pure-tone threshold testing. (102, 75)

Interpret an audiogram. (102, 75, 84, 109)

Demonstrate an understanding of programs, principles and/or techniques used in intervention/therapy for the hearing impaired (e.g., auditory training, speechreading, speech and language training). (104, 70, 66, 63, 11)

Identify major approaches to communication development for the hearing impaired (e.g., manual, oral, total). (104, 90, 70, 66, 63, 11)

V PROGRAM MANAGEMENT AND PROFESSIONAL KNOWLEDGE

Identify appropriate goals and/or objectives of a school speech and language disorders program. (46, 54, 55, 81, 120, 121, 81, 133)

Demonstrate an understanding of the role and/or responsibilities of a school speech-language pathologist (e.g., referrals, group dynamics, scheduling, in-service, counseling). (46, 54, 55, 81, 120, 121, 81, 133)

Demonstrate an understanding of the relationship between a school speech-language pathologist and other professional staff. (121, 120, 94, 55, 46)

Demonstrate an understanding of the interaction between a school speech-language pathologist and parents of students in a speech and language disorders program. (121, 120, 94, 55, 46)

Demonstrate an understanding of issues involved in managing a school speech and language disorders program (e.g., service delivery models). (121, 120, 94, 55, 46, 137)

Identify types and/or uses of equipment or materials in speech and language disorders programs. (54, 55, 133)

Identify procedures involved in developing and implementing an individualized education program (IEP). (39, 40, 25)

Demonstrate an understanding of functions and/or purposes of records or reports related to the schools's speech and language disorders program. (121, 120, 81, 55, 46)

Demonstrate an understanding of state regulations and/or procedures relevant to speech and language disorders programs. (Available from Georgia State Department of Education)

Demonstrate an understanding of federal regulations and/or procedures relevant to speech and language disorders programs (e.g., Public Law 94-142). (25, 39, 40)

Identify professional associations or publications relevant to speech-language pathologist. (93)

Identify support services for the speech and language disordered. (107, 1, 120, 121, 113)

Demonstrate an understanding of professional ethics. (93)

Demonstrate an understanding of state SLP certification requirements for speech-language pathologists. (Available from the Georgia State Department of Education)

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